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ABSTRACT

An introductory library course at Northeastern Oklahoma State University was examined to determine whether bibliographic skills acquired through this course were comparable to skills acquired by students who had not taken this course. The hypothesis was that students acquire no greater skills through Library Science 1011 than through immersion in a normal college curriculum. All students in the study were tested for basic library skills at the beginning and end of the 1976 fall term through written exams which measured the ability to identify bibliographical data on catalog cards and in various indices. Two groups of students took the LS 1011 course either in the first or second half of the term; a control group did not take the course. The study found that enrolling in LS 1011 gave students no advantage in the acquisition of basic bibliographic skills. Three recommendations were made: (1) remove the present LS 1011 course from the curriculum; (2) make faculty aware of the bibliographic lectures already given by the Reference Department; and (3) develop in-depth bibliographic instruction in specific academic disciplines. Appendices contain the LS 1011 syllabus and the written tests. (Author/JAB)

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THE EFFECTIVENESS OF LIBRARY SCIENCE 1011 IN TEACHING BIBLIOGRAPHICAL SKILLS

by

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BACKGROUND AND RELATED RESEARCH

If one accepts the concept of the library--in its capacity as a storehouse of information--as an important part of the higher educational process, one should accept the corollary that the ability to gain access to information stored within a library is an important aspect of the pursuit of higher education. While all academic libraries have idiosyncrasies which make their use slightly different from institution to institution, the basic skills necessary for retrieving information from its library storage are quite similar in institutions of varying size and purpose. These skills--known as bibliographical skills--usually involve the manipulation of some bibliographical tool tailored to the retrieval of information in a particular format, such as indices for periodical literature, a card catalog for books, etc. It is the availability, or non-availability, of particular bibliographical tools within a particular library which sometimes creates the impression of bibliographical skills being limited to one institution or even to one discipline.

While the possession of bibliographical skills by college students is desirable, the level of such skills varies tremendously within any given student body. Many combinations are possible: students who possess the skills may not need them while students who need the skills may not possess them. The method of acquiring bibliographical skills in many institutions is rather haphazard. While some academic disciplines

are so structured that a knowledge of the bibliographical control of the literature is considered an important part of the discipline, individual instructors may or may not teach bibliographical skills to their students. Where courses in bibliography are offered independently of academic disciplines--often under some bland course description such as "Introduction to the Library"--students may miss the course entirely or take it at a time in their studies when its usefulness may not be apparent. The problem becomes one of giving bibliographical skills to the students at the point in their studies when these skills are needed.

The Problem

Northeastern Oklahoma State University uses a course within the Education Division as a vehicle for teaching bibliographical skills. The course is offered for one semester hour's credit under the title, "Use of Books and Library Materials," Library Science 1011. The course description from the current University catalog is as follows: "A preliminary course designed to teach an intelligent use of books and other library tools and materials. Does not count as major or minor credit."[1] In practice, this short course attempts to teach bibliographical skills for a variety of information formats, but concentrates on the card catalog, periodical indices, newspaper indices, and more specialized tools such as reference materials or access tools for U. S. Government Documents. The objective of this study is to determine the effectiveness of Library Science 1011 in imparting these bibliographical skills to students.

Hypothesis. The hypothesis of this study is that students enrolled in Library Science 1011 acquire no greater bibliographical skills than students not enrolled in Library Science 1011.

Assumptions and limitations. Library Science 1011 is taught variously by full-time teaching faculty, by library faculty, and by graduate assistants using a common syllabus, shown in Appendix A to this study. Although some differences may appear in bibliographical skills acquired through the various sections of this course because of differences in teaching methods among instructors, this study assumed that the use of a syllabus would result in a relatively equal emphasis on the different skills from section to section. For the purposes of convenience in gathering and analyzing data the study was limited to the 1976 Fall Term.

Related Research

Over the years the question of student use of libraries has been examined quite extensively in the literature.[2] Two different types of studies on student use of libraries bear some relevance to the present study: those which attempt to determine the quantity of library materials used by examining library records and those which attempt to determine the reasons behind student use of libraries. The former group of studies is useful primarily for general impressions on who uses the library and why. Because such studies touch only peripherally on the present study, their availability should be noted for those who wish to pursue this aspect in more detail. Most of these use studies are cited in one or more of the bibliographies compiled by Davis and Bailey[3], Woods[4], Deweese[5], or Atkin.[6]

The second type of study--that which attempts to determine the reasons behind student use of libraries--is of more value in understanding the problem of acquiring bibliographical skills. Two studies done in the 1930's examined the question of which students used library collections. Gaskill, Dunbar, and Brown, in a 1934 survey of students at Iowa State College, found that the use of the library increased with academic maturity.[7] This was also one of the findings of McDiarmid in a 1934 study of circulation in seven college libraries. McDiarmid also found that borrowing increased with ascending grade average.[8] These studies would indicate that freshmen, for whom an introductory bibliographical course is often designed, are not those within the student body using the library most frequently.

Branscomb, in a 1940 study of two eastern institutions and an analysis of several other studies on circulation figures, reached the conclusion that undergraduates generally do not make optimum use of the college or university book collections. He attributed this low level of use primarily to college faculties who, he felt, made only a very limited use of the library in teaching.[9] Branscomb's work is the first of several studies to examine the question of the cause of student use of libraries.

The role of the faculty in determining library use was noted in three other studies of student use. Knapp, in a 1957 study of the role of the Knox College Library in college teaching, found that the instructor was the deciding factor in student use: where the instructor expected and planned for student use of the library it occurred; where he did not so plan, it did not occur.[10] In a 1966 study of student use of library materials at College of the Desert, a junior college, Hostrop

also found that instructors provided the main impetus for the use of the library.[11] In a 1968 study of the circulation at Grand Canyon College, Ritter reached the same conclusion.[12] For book circulation, at least, there appears to be a correlation between student use and faculty requirements for library use.

One ramification of student use of libraries only in situations where such use is required is the inability of undergraduate students to use the library at a level commensurate with their needs. In 1934 Hurt wrote on this problem after administering examinations on the use of the library to graduate students at Stanford and the University of California. He found that library skills which should have been obtained at the undergraduate level were sorely lacking in these graduate students.[13] The situation has not improved greatly over the years; in 1973 the same problem was noted in colleges [illegible] universities in New York State when the Advisory Committee on Planning for the Academic Libraries of New York State lamented the "chronic deterioration in the library skills" of college students.[14]

A strong experimental program for remedying this shortcoming in the area of bibliographical skills on the part of college students was advanced by Knapp in 1966, based on her work at Montieth College, a unit within Wayne State University.[15] Studies done at Montieth College found that the most profitable method of library instruction revolved about a sequence of library assignments associated with subject fields and running throughout the four years of undergraduate work. During the late 1960's and early 1970's the concept of instruction in the use of the library at the undergraduate level was often discussed in the literature.[16] A series of conferences held at Eastern Michigan University

every spring since the early 1970's has served to bring wide-spread dissemination of these ideas. One of the better compilations of papers on various aspects of this problem was done by Lubans in 1974.[17]

As noted in the citations to the two studies done by Knapp at Montieth College and at Knox College, and the studies done by Hostrop and Ritter, the motivating force behind the student use of the library seems to be the teaching faculty. When a student delves into library materials in any depth, there is usually a faculty member instigating the work with some sort of course requirement. Such is usually not the case with short courses designed to teach bibliographical skills and offered through the library or through library science departments. What happens, then, in that unfortunate situation where the faculty member is either unaware of the services and materials offered in the library or is antagonistic towards the library?

In a study published in 1973, Nelson examined part of this problem. In an examination of faculties at six colleges to measure the awareness of, and attitudes toward, reference services, he found that the average faculty member was aware of only half the services available to him in his college library.[18] This lack of awareness of what a college library is, or should be, on the part of the teaching faculty, was also one of the findings of Knapp at Knox College some fifteen years earlier.[19]

Knapp attempted to explain some of the problems surrounding the low level of library skills of undergraduates in a paper presented in 1970. Drawing on her experience at Montieth College and speaking to the problem of cooperation in library instructional programs, she stated that a lack of respect for the librarian's bibliographical competence on the part of the faculty members may be expected when bibliographical exper-

tise is considered essential to a discipline and thus is part of the graduate training in that discipline.[20] What, then, do faculty members think about separate courses designed to teach bibliographical skills? The teaching faculty can determine the success or failure of programs designed to improve the student's ability to use the library, often on the basis of attitudes of which the faculty are only dimly aware. Indeed, this may be manifest only in a low faculty interest. In a study of library skills possessed by graduates in teachers' training from sixty-nine institutions, Perkins found in 1965 that low faculty interest was one of the major reasons for inadequate library education at the undergraduate level.[21]

The point that faculty members determine the success or failure of library instruction for students, largely by faculty attitudes, has also been made in opinion articles written by Carroll[22], Clark[23], and Lyle.[24] One can combine these studies showing faculty responsibility for student library use, lack of interest or awareness of library services and materials on the part of faculty, non-support of faculty for programs of library instruction, and laments about students' lack of skills, to reach the conclusion that any study of student bibliographical skills must look beyond the student to the faculty members who motivate student library use. Such motivation is rare when the vehicle for imparting the bibliographical skills to the student is divorced from the academic disciplines in which the skills are normally used.

RESEARCH DESIGN AND PROCEDURES

Design of the Instrument

Because the objective of this study was to determine the effectiveness of Library Science 1011 in imparting bibliographical skills to students, it was necessary to develop an instrument which could measure skill levels both before and after instruction. Although a practical demonstration of bibliographical skills is possibly the best way to measure skill levels, a practical test would have been too time-consuming to administer to large groups and would have created problems with the assembly of a control group. A written examination using excerpts from standard bibliographical tools was developed as the alternative to a practical examination. A copy of the examination appears as Appendix B to this study.

The instrument was designed to be relatively easy to administer--a requirement which made the final format short--and to permit little or no retention of information during the eight-week period between testing cycles. Two different formats were used in a pretest given during the 1976 Summer Term: The first format noted items from the bibliographical tool by number and asked what sort of information that item was (author, title, imprint, etc.). The second format--the format adopted for the study--gave an excerpt from the bibliographical tool, for example a card from the card catalog, and asked such questions as "Who is the author?" The choice of format for the study was made after the pre-test determined that a student might be able to use a tool for bibliographical information without knowing the proper nomenclature for the particular

type of information being sought.

Three different tests were developed, all in the format shown in Appendix B. Each had one of three common subject themes: drug abuse, witchcraft, or birth control. The different forms were mixed and given to students randomly during the testing cycles; results did not differ from form to form.

Each test contained excerpts from four standard tools: the card catalog, the Reader's Guide to Periodical Literature, the New York Times Index, and the Monthly Catalog of U. S. Government Publications. The tests were weighted toward those tools with which the student could be expected to be most familiar. The card catalog was given six questions, the Reader's Guide five questions, and the New York Times Index and Monthly Catalog three questions each. Although the questions ranged from very easy to relatively difficult, all questions could be answered by an inspection of the excerpt provided with the questions.

Procedures

Library Science 1011 is offered during regular academic terms as an eight-week course. Normally these courses are offered during both the first eight-weeks period and last eight-weeks period of each term. During the 1976 Fall Term the instrument was used to test students enrolled in Library Science 1011 during the first and last week of the class. A difference in scores would indicate an improvement in bibliographical skills as measured by the test during the course.

Because most students in Library Science 1011 are freshmen and most freshmen enroll in Orientation 1001, the instrument was also given to students in Orientation classes at the beginning and end of the semester.

While this procedure resulted in some students testing twice at the beginning or end of the term, it did result in a control group: students who were not enrolled in Library Science 1011 during the 1976 Fall Term. This control group would provide an important method of assessing the effectiveness of Library Science 1011 in imparting bibliographical skills.

As a student body is constantly in a state of change during an academic term it was decided to arrange the data in large groups, rather than by individual classes. The data gathered were separated into three groups: Group I comprised those students for whom tests were returned from the beginning and end of L. S. 1011 during the first eight weeks and from Orientation 1001 at the close of the term. Group II comprised those students for whom tests were returned from Orientation 1001 at the beginning of the term and from the L. S. 1011 classes during the last eight weeks. Group III comprised the control group: students for whom tests from Orientation 1001 were returned at the beginning and end of the term, but who were not enrolled in L. S. 1011. Test results for students who did not fit into one of these three groups were not considered in the analysis of data.

All tests were administered by the instructors for the individual sections. Because of a variety of problems, not all sections of L. S. 1011 or Orientation 1001 received these tests at the proper time. Although these problems reduced the population available for the study, sufficient numbers remained for analyzing the data. The resultant populations for the study were as follows:

Group I	N = 91
Group II	N = 48
Group III	N = 103

The tests were graded and data compiled by hand by Judith Miller, a student at Northeastern Oklahoma State University; this student help was financed through a faculty research grant from the institution.

ANALYSIS OF DATA

The raw test scores are shown in Table 1. Scores are listed for each part of each testing cycle, as described above. Data are listed for each part showing high score, low score, median score, and mean score. The chart reads, top to bottom, from Group I (L. S. 1011 during the first eight weeks) to Group III (Orientation 1001 control group). The far right-hand column shows the change during the year for all Groups.

The first observation one can make from these data is that no student in the populations achieved a perfect score on the examination in any testing cycle. This was not a problem with the instrument; observe the high score for each Group.[25] In every testing cycle for each separate part of the test some student answered all the questions correctly in every Group. It does seem somewhat odd that no single student could complete perfectly a relatively simple seventeen-question examination on bibliographical skills, even after participating in a course which was structured to teach those specific skills.

The opposite side of the scale, the low scores, also provides some interesting data. In every testing cycle for every Group all students could answer at least one question from Part 1 (catalog cards) and no

TABLE I

TEST RESULTS

GROUP	INDICATOR	FIRST CYCLE					SECOND CYCLE					THIRD CYCLE					Change in Total Scores For Term
		Part 1	Part 2	Part 3	Part 4	Total	Part 1	Part 2	Part 3	Part 4	Total	Part 1	Part 2	Part 3	Part 4	Total	
Answers Possible		6	5	3	3	17	6	5	3	3	17	6	5	3	3	17	
GROUP I	High	6	5	3	3	16	6	5	3	3	16	6	5	3	3	16	0
N = 91	Low	1	0	0	0	4	2	1	0	0	6	3	1	0	0	7	+3
	Median	5	4	2	1	10	5	5	1	1	11	5	5	1	1	13	+3
	Mean	4.4	3.4	1.5	.9	10.1	4.7	4.2	1.3	1.0	11.3	5.4	4.5	1.5	1.2	12.4	+2.3
GROUP II	High	6	5	3	3	16	6	5	3	3	16	6	5	3	3	16	0
N = 48	Low	1	0	0	0	2	3	1	0	0	6	2	2	0	0	6	+4
	Median	5	3	2	1	11	5	5	1	2	13	5	5	1	1	12	+1
	Mean	4.3	3.4	1.8	.8	10.4	5.2	4.3	1.5	1.4	12.3	5.3	4.2	1.3	1.4	12.0	+1.6
GROUP III	High	6	5	3	3	16						6	5	3	3	16	0
N = 103	Low	1	0	0	0	4						3	1	0	0	5	+1
	Median	4	4	2	1	10						5	5	1	1	12	+2
	Mean	4.1	3.2	1.4	.8	9.6						5.2	4.3	1.4	1.1	11.9	+2.3

student answered correctly fewer than two questions for the entire test.[26] In the last testing cycle for every Group there were still students who failed to answer correctly any question from Parts 3 and 4 (the New York Times Index and the Monthly Catalog). The total raw low scores did improve for every Group through the testing cycles.

Part 1, questions from a catalog card, comprised approximately the first third of the test. Students were shown a reproduction of a catalog card and asked six questions. Four of the questions were relatively straightforward: author, title, publication date, and call number are items which most college students could be expected to know or to determine from inspection. Two additional questions were more advanced, requiring a slightly more knowledgable student for correct answers. A question on illustrations within the book required the student to read and interpret the collation line of the card; a question on other subject headings required the student to read and interpret tracings--notes at the bottom of the card used primarily for cataloging. All of the questions are covered in the normal areas of study in L. S. 1011.

For Groups I and II the mean scores improved considerably on Part 1 during the period of class attendance; for Group I the mean score rose from 4.7 to 5.4 and for Group II the mean score from 4.3 to 5.2. Because there is an observable difference between these two Groups in the second testing cycle, when one Group had finished L. S. 1011 and the other had not, one might safely assume that the skills demonstrated on this part of the test were improved by participation in the course. Observe, however, that by the third testing cycle Group III had shown an improvement in the mean score for Part 1 equal to the other Groups. Thus, the skills of using the card catalog as demonstrated on the exam-

ination were acquired by the control group outside the L. S. 1011 experience.

Part 2, questions from an excerpt of the Reader's Guide to Periodical Literature, comprised approximately the middle third of the test. Students were asked five questions about this excerpt, three of which were relatively easily answered: author for a particular article, title of a particular article, and page location for a particular article. The other two questions required more sophistication on the part of the student. One question required the student to understand the concept of a cross-reference while the other required an understanding of the use of abbreviations for illustrations within articles. All of this information is taught in a sequence on indices normally included in L. S. 1011.

For Groups I and II, the mean scores for this part of the test improved during the first eight weeks of the term, as shown in the second testing cycle. As Group I had not yet taken L. S. 1011, course instruction cannot be accepted as the primary factor in this demonstrated improvement. Although Group I did improve slightly after completing L. S. 1011, by the third testing cycle the control group had achieved a comparable mean score for Part 2 of the test. It is apparent that some unmeasured external factor is involved in the improvement in mean scores for Part 2.

Part 3, questions from an excerpt of the New York Times Index, comprised questions twelve through fourteen of the test. One of these questions was straightforward, asking for a page location. The second question, a request for an author, required a negative answer and the knowledge that authors are rarely cited in this bibliographical tool. The third question required an understanding of the concept of the cross-

reference, echoing one of the questions in Part 2. All of these topics should have been covered in L. S. 1011.

None of the Groups showed improvement in mean scores through the testing cycles for Part 3. In fact, Group II showed a continuing decline in the mean score from 1.8 during the first testing cycle to 1.3 in the third testing cycle. One can only speculate why this lack of improvement is shown in the data. The most probable reason is that newspaper indices are frequently lumped together with general periodical indices for teaching purposes in L. S. 1011, although some basic differences exist between the two types of tools. If such were the case, the students may have ignored the differences, or may never have been made aware of them. Because Part 3 of the test emphasized the differences, the lack of bibliographical knowledge about this type of tool on the part of the students is evident in the raw data.

Part 4, the final three questions on the test, covered two excerpts from the Monthly Catalog of U. S. Government Publications--excerpts from both the subject index and the full citations. To answer these three questions, students had to understand terminology peculiar to government documents: "item number," "issuing office," and "Superintendent of Documents classification number." While government documents are an important part of the materials collections within the John Vaughan Library/Learning Resources Center, instruction in the use of government documents is only a small part of the syllabus for the L. S. 1011 course. These questions were placed in the test to determine if many students were acquiring bibliographical skills in areas for which not much time was spent during L. S. 1011.

Groups I and II both improved in mean scores for Part 4 during the period of enrollment in L. S. 1011. Although Group I improved in mean scores less than Group II during the class (1.0 to 1.2 compared with .8 to 1.4) improvement is still apparent. Group III, the control group, also showed a slight improvement in this part of the test, from a mean score of .8 during the first testing cycle to a mean score of 1.1 during the third testing cycle.

The overall mean scores for the three Groups increased to comparable levels during the period of this study. For Groups I and II, the increases were noticeable during periods of enrollment in L. S. 1011; indeed, Group II declined slightly in total mean scores during the eight-weeks period after taking the course. Group III, the control group, improved in total mean scores as much as the other groups, achieving a final comparable level.

One procedure for simultaneously testing the difference between several groups is found in the analysis of variance. The variance is found by summing the squared deviation of scores from their mean and dividing by the degrees of freedom. The deviation of a given score from the grand mean can be partitioned into two clearly distinct segments--the deviation of the score from the mean of its group and the deviation of that group mean from the grand mean.

The variance based on deviation of sample means from the grand mean is called the between-groups variance and the one based on deviation of scores from sample means is called the within-group variance. If the sample means do vary around the grand mean more than the individual scores vary around the sample means, the samples are comparatively widely dispersed from each other; but if the sample means vary around

the grand mean less than the individual scores vary around their sample means, the samples are very much like each other in score values.

The conclusion, then, as to whether the samples came from different populations or from the same population is based on the size of the within-group's variance as compared with the between-group's variance. This comparison is stated in a ratio, known as the F ratio, thusly:

$$F = \frac{(S_{BG})^2}{(S_{WG})^2}$$

The calculations shown in Table 2 were made from Groups I, II and III on the third testing cycle only. Posing the null hypothesis that there is no significant difference between the mean scores of Groups I,

TABLE 2

ANALYSIS OF VARIANCE

Source	Sum of Sq	Degrees of Freedom	Mean Sq
Between Groups	18.43121669	2	9.2156083450
Within Groups	1205.18861802	239	5.0426302009
Totals	1223.61983471	241	

F = 1.827439989611

II, and III, Table 2 shows that the hypothesis is accepted since the F ratio is less than the five per cent value (3.02). All three Groups improved to comparable levels. Enrollment in L. S. 1011 did not improve the bibliographical skills of students significantly over their fellow students who had not enrolled in the course.

CONCLUSIONS AND RECOMMENDATIONS

The data obtained in this study prove the hypothesis discussed above, that students enrolled in Library Science 1011 acquire no greater bibliographical skills than students not enrolled in Library Science 1011. Although the study could be repeated in future terms to increase the population it is probable that further study would yield similar results.

The problem would appear to lie in the structure of L. S. 1011. A one-hour course designed to teach very basic bibliographical skills covers topics ordinarily touched upon in a variety of introductory courses. It is apparent from even a casual perusal of the date in Table . that the bibliographical skills demonstrated at the end of the testing cycles were those which might well be acquired by the immersion of a student in a normal college curriculum. Indeed, the scores from Group III exist as proof of this situation. What, then, is the value of a course designed to teach basic bibliographical skills? This study would indicate that L. S. 1011 has little value as presently structured.

Two additional problems not examined directly by this study bring the value of L. S. 1011 into question even further. Library Science 1011 represents a waste of available manpower. In recent terms as many as twenty-two sections of the course have been offered--although it is infrequent that all sections offered resulted in courses.[27] Second, because most sections of this course are taught in classrooms in the Library/Learning Resources Center, these classrooms are not available for other large classes from various academic areas which may want to move to the building either for a few classes or for a permanent meeting

location. Both the use of faculty time and the utilization of valuable classroom space for a course which yields as few demonstrative results as does L. S. 1011 are questionable.

In consideration of the findings of this study, three recommendations are in order. First, Library Science 1011, as presently structured, should be removed from the curriculum of Northeastern Oklahoma State University. The use of a short course to teach bibliographical skills in isolation from the various academic disciplines within the curriculum is a questionable practice which has been found by this study to be ineffective.

Second, faculty should be made aware of the services in the area of bibliographical lectures offered by the Reference Department of the John Vaughan Library/Learning Resources Center. Such lectures may well obviate the need for a separate course designed to teach basic bibliographical skills. These lectures, incorporated into a course within any academic discipline, can offer students an introduction to bibliographical tools suitable for the discipline in question at the point in time when the students are interested in utilizing these tools. The Library/Learning resources Center is prepared to handle a much larger volume of requests for such lectures than it presently receives.

Finally, a course or series of courses should be developed to offer instruction in bibliographical skills in some depth within specific academic disciplines. Such a course or series of courses could be offered on demand in conjunction with research-oriented courses in the academic discipline. The concept of bibliographical instruction for students is valid; the problem, as this study has shown, is that the

vehicle used for this instruction at Northeastern Oklahoma State University--Library Science 1011--is not the proper vehicle for such instruction.

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[1]Northeastern Oklahoma State University, 1976-77 Catalog (Tahlequah, Oklahoma, n.d.), p. 171.

[2]Portions of the research summary were used originally in Chapter 1 of David Harry Eyman, "The use of periodical collections in selected liberal arts college libraries by college seniors majoring in history" (Doctoral dissertation, The University of Michigan, 1975).

[3]R. A. Davis and C. Bailey, Bibliography of use studies (Philadelphia: Drexel Institute of Technology, Graduate School of Library Science, 1964).

[4]William Edward Woods, "Factors influencing student library use: An analysis of studies" (Master's thesis, University of Chicago, 1965).

[5]L. Carroll Deweese, A bibliography of library use studies (Lafayette, Indiana: Purdue University, 1967).

[6]Pauline Atkin, Bibliography of use surveys of public and academic libraries. 1950 - Nov. 1970 (Bethesda, Md.: ERIC Document Reproduction Service, ED 055 617, 1971).

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[8]Errett Weir McDiarmid, Jr., "Conditions affecting use of the college library" (Doctoral dissertation, University of Chicago, 1934).

[9]Bennett Harvie Branscomb, Teaching with books (Chicago: American Library Association, 1940), p. 37.

[10]Patricia B. Knapp, College teaching and the college library, ACRL Monograph No. 23 (Chicago: American Library Association, 1959).

[11]Richard W. Hostrop, "The relationship of academic success and selected other factors to student use of library materials at College of the Desert" (Doctoral dissertation, University of California at Los Angeles, 1966).

[12]R. Vernon Ritter, "An investigation of classroom-library relationships on a college campus as seen in recorded circulation and G.P.A.'s," College and Research Libraries XXIX (January, 1968) 30-40.

[13]Peyton Hurt, "The need of college and university instruction in the use of the library," Library Quarterly IV (July, 1934) 436-48.

[14]Report of the Advisory Committee on Planning for the Academic libraries of New York State (Albany, N. Y.: The State Education Department, 1973), p. 11.

[15]Patricia B. Knapp, The Montieth College Library Experiment (New York: Scarecrow, 1966).

[16]For an overview of library instruction programs during this period see "Integrating Library Instruction in the College Curriculum," Drexel Library Quarterly, VII (July/October, 1971), entire issue.

[17]John Lubans, Jr., Educating the library user (New York: Bowker, 1974).

[18]Jerold Nelson, "Faculty awareness and attitudes toward academic library reference services: A measure of communication," College and Research Libraries, XXXIV (September, 1973) 274.

[19]Knapp, College teaching, p. 93.

[20]Patricia B. Knapp, "The library, the undergraduate, and the teaching faculty," Paper read before the Institute on Training for Service in Undergraduate Libraries, University Library, University of California, San Diego, August 17-21, 1970 (Bethesda, Md.: ERIC Document Reproduction Service, ED 042 475), pp. 8-9.

[21]Ralph Perkins, The prospective teacher's knowledge of library fundamentals (New York: Scarecrow Press, 1965), pp. 194-95.

[22]Leontine D. Carroll, "Students don't need the library," Improving College and University Teaching, VI (Spring, 1964) 81-82.

[23]Virginia Clark, "Teaching students how to use the library: Whose responsibility?" College and Research Libraries, XXI (September, 1960) 369-72.

[24]Guy R. Lyle, "Use and misuse of the college library," in The president, the professor, and the college library (New York: H. W. Wilson Co., 1963), pp. 51-57.

[25]Because the part scores for high, low, median, and mean are from different tests, they may not add up to the high, low, median, and mean total scores.

[26]Some lower test scores did appear for individuals not included in the final populations.

[27]Northeastern Oklahoma State University, Fall '77 Schedule of Classes (Tahlequah, Oklahoma, n.d.), p. 18.

APPENDIX A

NORTHEASTERN OKLAHOMA STATE UNIVERSITY

COLLEGE OF BEHAVIORAL SCIENCES
DIVISION OF EDUCATION AND PSYCHOLOGY

LIBRARY SCIENCE DEPARTMENT

I. Title of Course: Use of Books and Library Materials Number: L.S. 1011
Instructor: Dr. Polly Clarke, Dr. Eyman, Miss Lair, Mrs. Wheat, Mr. Chaffin, Mr. Pites, Mrs. Dold
Text: Lolley, John L., Your Library - What's In It For You?
Pre-requisites: none
Credit: This course counts as 1 hour credit. It does not count towards the 24 hour major in Library Science.
Class Meetings: 16 one-hour class meetings, to be concluded in 8 weeks

II. COURSE DESCRIPTION

Purpose:

The materials center, or library at the University plays an intergral part in the academic and personal development of the student. This course is designed to acquaint the student with the variety of materials housed in the John Vaughn Library at NEOSU and to provide the student with the experience necessary to make effective use of these materials.

III. TOPICS:

1. Introduction and tour of the Library.
2. Library of Congress Classification System and the arrangement of books on the shelves.
3. Card Catalog
   a. General function
   b. Types of entries
4. Card Catalog
   a. Arrangement of entries
5. Locating and examining books
6. Periodicals
   a. General types and purpose
   b. Arrangement on library shelves
7. Magazine Indexes
   a. General function and purpose
   b. Reader's Guide to Periodical Literature
   c. Subject indexes
8. Newspaper indexes
   a. New York Times Index and others
9. Locating information in periodicals
10. Reference materials
    a. General function and purpose
    b. Types

11. Analysis of specific reference materials.
12. Locating information in reference materials
13. Government Documents
    a. Types of materials
    b. Use of the U.S. Government Monthly Catalog
14. Special Collections
    a. Types of materials
    b. Cherokee and other Indians
    c. Area history, etc.
15. Audio-visual materials
    a. Software:
        1. films, filmstrips, video-tapes, records, microforms
    b. Hardware:
        1. Use of audio-visual equipment

16. Bibliographies
    a. Purpose and format
    b. Students will prepare a short bibliography using all the sources discussed in class.

IV. EVALUATION:

A. Evalution of Student Achievement:

100 points- Exam over Topic B
100 points- Exam over Topics C and D
100 points- Total of in-class exercises on the following topics:
1. Card Catalog 2. Locating and examining books
3. Reader's Guide to Periodical Literature
4. New York Times Index 5. Reference 6. Government Documents
100 points- Bibliography to be prepared by the student the last week of class which will include sources from all topics discussed

400 points total

360 - 400 = A
320 - 359 = B
280 - 319 = C
240 - 279 = D
239 & below = F

Grades will be posted at the end of the semester by the door of the class meeting room.

B. Student Evaluation of Course or Instructor:

A standard evaluation form will be given to the student at the final class meeting.

V. Attendance:

Regular attendance in class is the student's responsiblity. The student is expected to report to his instructor the reason for each absence and make up the work missed. Excessive absences or any absence not reported to the instructor for which work has not been made up may be reflected in the grade assigned.

APPENDIX B

Name _____

Date _____

LIBRARY SKILLS TEST

This test provides a measure of your ability to identify certain items of information from the standard tools which provide access to library collections. Write your answer in the blank following each question.

RC
483
.C53

Drug abuse.

Claridge, Gordon S

Drugs and human behaviour [by] Gordon Claridge. New York, Praeger [1970]

266 p. illus. 22 cm. $7.95

Includes bibliographies.

1. Psychopharmacology. 2. Narcotic habit. 3. Drug abuse. I. Title.

RC483.C53 615'.78 78-129139
MARC

Library of Congress 70 [4]

Shown above is a card from the library card catalog. Using this card, supply the following information:

1. Who is the author?_____
2. What is the title?_____
3. When was the book published?_____
4. What is the call number?_____
5. Does this book have illustrations?_____
6. Under what subject headings can other books on this topic be found?_____

DRUCKER, Peter F.
Can the businessman meet our social needs? A debate. il Sat R Soc 1:41-4, 48+ Ap '73
New/old top management aid: the executive secretariat; excerpt from Management. Harvard Bus R 51:6-8 S '73

about
Inside SR. W. H. Honan. Sat R Soc 1:4 Ap '73

DRUG abuse
American way of drugging; symposium. il Society 10:14-16+ bibliog(p95) My '73
Computer helps overdose victims; determining drug swallowed. Sci Digest 74:51 D '73
Doctors abuse drugs. Sci Digest 74:46 S '73
Drugs no. 2 industry problem. Sci Digest 73: 41 Ap '73
Jigsaw puzzle of drugs; symposium. bibliog il UNESCO Courier 26:5-32 My '73
Licit and illicit drugs, by E. M. Brecher and others. Review. New Repub 168:30-2 Mr 10 '73. P. J. Ognibene
Rx for families with a drug problem. il McCalls 100:24 Jl '73
There's gold in them there pills; methaqualone. P. J. Ognibene. New Repub 168: 13-15 Ap 21 '73; Reply with rejoinder. C. J. Stetler 168:30-1 My 19 '73
See also
Marijuana
National coordinating council on drug education
United States—National commission on marijuana and drug abuse

Conferences
International conferences: a package deal that came unwrapped; International congress on drug education. N. Wade. il Science 182:1114-17 D 14 '73

DRUG abuse and sex
Can sex education help stop drug abuse? L. David. Good H 176:100-1+ Mr '73

DRUG abuse fund. See United Nations fund for drug abuse control

DRUG addicts. See Narcotic addicts

DRUG education. See Narcotics education

Shown above is an excerpt from the Reader's Guide to Periodical Literature. Using this excerpt, supply the following information:

7. What is the title of the article on drugs which appeared in the March 1973 of Good Housekeeping?_____

8. Who is the author of this article?_____

9. On what page does the article on doctors and drugs appear in the September 1973 issue of Science Digest?_____

10. Under what subject heading can one find articles on drug addicts?

_____

11. Does the article by Peter Drucker in the April 1973 issue of Saturday Review of Society include illustrations?_____

DRUG, Chemical and Allied Trades Assn. See also Energy and Power, Mr 8
DRUG Abuse, National Institute for. See also Drug Addiction – NYC – Therapy, Ap 1
DRUG Addiction, Abuse and Traffic. Note: Material here includes narcotics, stimulants, hallucinatory drugs and others deemed socially undesirable
See also
Asian Games, S 11
Athletics – GB, Ja 23
Bicycles, Ap 5
Football, Soccer, Je 19
Football – Pro, S 1
Football – Pro, San Diego Chargers, Ap 27, S 7
India – Internal Security, Ag 6
Mental Deficiency, Ja 2
Mental Health – US – NYS, S 8
Murders – NYS, Bauer, Eugene, Ja 24,25
Recordings, Ag 10
Roads and Traffic – NJ – Accidents etc, F 5,6,7
Taxation – Fed Taxes – Excise Taxes, Ja 16
US – Immigration and Naturalization Service, N 24
US – Vice Pres, N 15
Welfare Work – NYC, Ja 9
Dr Donald Tashkin (Univ of Calif) says marijuana opens up air passages of those who suffer from asthma and may provide basis for new forms of treatment; does not recommend marijuana for treatment of asthma (S), Ja 26, 66:6
Scientists at Stanford Univ rept on Feb 14 partial chem identification of specific substances in brain to which narcotics become attached, rept in Science (pub); believe they have partially identified so-called 'opiate receptors' in brain tissue to which molecules of drugs become attached in lock-and-key fashion; finding is expected to enhance understanding of brain chem and eventually addiction; experiment leading to discovery described (M), F 15,30:4
Article on series of controversial comic books for adolescents that deal with such topics as sex and drugs (M), F 18,29:3
Scientists at Reproductive Biology Research Foundation, [illegible]

Shown above is an excerpt from the New York Times Index. Using this excerpt, supply the following information:

12. On what page did the January 26 article on Dr. Tashkin's research on marijuana appear?_____

13. Who is the author of the February 15 article dealing with research on Drugs at Stanford Univ.?_____

14. Under what subject heading does the March 8 article on Drug, Chemical, and Allied Trades Assn. appear?_____

Dropouts, *see* High schools–School attendance.
Droughts:
drought and famine in west Africa–hearings, 04201
Drowning:
underwater fatality statistics, United States, 1972, 08784
Drug abuse:
Air Force enlistees, variables related to pre-service cannabis use, 09668
alternatives to drugs, new approach to drug education, 04652
Armed Forces, 06686
barbiturate abuse in United States, 1973–hearings, 05166
bibliography of drug abuse literature, 11688
cooperation in combating illicit international traffic in narcotics and other dangerous drugs, communications equipment, agreement with Mexico, 05845
DACAS, drug abuse current awareness system, 01854
discharges given service members for drug involvement, improving outreach and effectiveness of DOD reviews, GAO report, 06686
drug abuse and criminal justice system, survey of new approaches in treatment and rehabilitation, 08533
drug abuse in Air Force, correlational analysis, 07139

05165 pt. 1. Crisis in West Africa, July 25, 1973. 1973. III+140 p. + ● Item 1042 ✓
Y 4.J 89/2: H 89/3/pt.1

Labor and Public Welfare Committee, Senate
Washington, DC 20510

05166 Barbiturate abuse in United States, 1973. hearing before Subcommittee on Health, 93d Congress, 1st session, on examination of proposed actions to combat barbiturate abuse in United States, 1973, May 7, 1973. 1973. iv+591 p. ill. • Paper, $3.75 ● Item 1043 ✓
L.C. card 73-603353 Y 4.L 11/2: B 23/2/973

05167 Coverage of nonprofit hospitals under National labor relations act, 1973, hearings before Subcommittee on Labor, 93d Congress, 1st session, on S. 794 and S. 2292, July 31–Oct. 4, 1973. 1973. viii+736 p. ill. + ● Item 1043 ✓
L.C. card 73-603384 Y 4.L 11/2: H 79/4/973

Shown above are excerpts from the Monthly Catalog of U.S. Government Publications. Using these excerpts, supply the following information:

15. Using the index at the top of the page, determine the item number for hearings held on barbiturate abuse in the United States?_____

16. What committee held these hearings?_____

17. What is the Superintendent of Documents Classification number for this document?